**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Number Sense-Estimate reasonable answers using division, and check your answer.**  **The Envision Lesson: 4-3** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Do my students know how to divide with a single digit divisor? Review division  Can the students read and comprehend the story problems? Work in pairs to help with comprehension. | Estimate, Quotient, Divisor, Dividend |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Spiral Review  Problem of the Day  Math Center | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary:   1. How will you explicitly teach new vocabulary? Read the children’s math book called Estimation. When finished, ask and discuss with the students what the difference is between a guess, and an estimation. A guess can be completely random, where as an estimation is a reasonable response based on information given. 2. How will you provide multiple opportunities for vocabulary to be used in context?   Ask the students if they have ever estimated in their real lives. Example: going to the grocery store and estimating if they can buy a certain amount of candy bars with the money that they have. Relate estimation to their real lives! Ask if anyone else has a different example of using estimation in his or her lives. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  The teacher will place five containers placed on the table in the front of the class. He/she also has a bag of 36 candy bars. Ask the students to estimate how many candy bars should go in each container so that there is an equal amount of bars in each. Record the students’ answers on the board, and then discuss which answers were a guess and which answers were estimates. Have the student justify their answers. Lead the discussion towards asking the students how we could find out which estimation was the closest. Physically place the candy bars one at a time in each container. Remind the students that although we have a remainder, it is okay because it is an estimation. Next, change the amount of containers while keeping the same amount of candy bars. Ask the students if the estimated quotient would change? Would it go higher or lower? Finally, have each student get with a partner and supply them with blocks. The teacher will then read the students a story problem that the students will have to work together to come up with an estimation and then check their answer using their blocks. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The teacher will then model for the students how to solve a story problem in their math journal by using pictures, and by showing what the story problem looks like. While the teacher is modeling how to pull out the important information in the story problem, they will use the vocabulary words to identify the divisor, dividend, and quotient. The teacher will then come up with an estimation and check their answer. In order to “CHECK IT OUT” the teacher will model how to work backwards by using multiplication to check their answer. Allow for the students to give it a try by giving them a story problem on the document camera. Have the students go through the same process that was modeled for them (read the problem, take out the important information, draw a picture, come up with an estimation, check it out). | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* Have the students take the envision quiz for section 4-3 on individual laptop computers. The students may use their math journal if needed. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Students will complete the worksheet that correlates with their score that they received on the quiz. The students will take this worksheet home if they do not finish it In class. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
| The students will create a division story problem that relates to their lives. They will need to come up with an estimation and be prepared to share it with a partner the next day. | |